

# Jays Day Nursery

Children's Centre, Moorhaven Village, Ivybridge, Devon, PL21 0EX

<b>Inspection date</b>	19/04/2013
Previous inspection date	02/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Older children are confident communicators, show close friendships and consideration for others feelings
- Children have good table manners and are well behaved
- Children make sound attachments and relationships with the staff because of the appropriate settling-in process at the nursery. As a result, they settle quickly into the nursery's routine and become keen learners.
- Parents are happy with their children's progress and are appreciative of the care and education their children receive.
- Staff have a sound understanding of child protection and safeguarding procedures and they know they are responsible to take the necessary action to protect children from risks if they have concerns

### It is not yet good because

- Observation and assessments are not always used successfully to identify the next steps and any gaps in children's learning. As a result planning does not always build on what children already know and can do to promote their further learning and development.
- Staff do not consistently communicate with children to fully understand their early communication and individual needs, to extend their language skills and ensure they are all fully included.

- Self-evaluation and monitoring procedures are not developed sufficiently to identify all areas of weakness and how to support staff to improve practice

### **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### **Inspection activities**

- The inspector observed activities throughout the session
- The inspector interviewed the manager and other members of staff
- The inspector reviewed a range of documents and policies, including children's observation and assessment records
- The inspector took account of the views of parents and carers spoken to on the day

### **Inspector**

Katherine Lamb

## Full Report

### Information about the setting

Jays Day Nursery is a privately owned nursery situated in rural surroundings in Moorhaven Village on the edge of the town of Ivybridge, Devon. It has been registered since 1995 and operates from a building that was formerly a nurses' social club. The building is situated within the grounds of the former Moorhaven Hospital. The accommodation consists of an office, staff room, kitchen and three children's areas. The nursery is open from 8am to 6pm throughout the year. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting receives funding for the provision of free early education for three and four-year-olds. There are currently 32 children aged from three months to the end of the early years age range on roll, grouped in three rooms. Approximately 15 school-aged children, up to the age of seven years 11 months regularly attend the holiday club. Children attend a variety of sessions. The nursery caters for children with special educational needs and/or disabilities and for children who use English as an additional language. There are eight members of staff working within the nursery, five of whom hold relevant qualifications. The nursery owner, who manages the setting, holds Early Years Professional Status.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the use of the observation and assessment systems to enable staff to understand children's level of achievement, and use the information to tailor activities to meet children's individual learning needs more proactively

#### To further improve the quality of the early years provision the provider should:

- monitor staff practice to make sure that all children's communication attempts are acknowledged and their acquisition of language skills nurtured fully
- foster a culture of continuous improvement, for example by being more rigorous in using self-evaluation and being more proactive in the action taken to make improvements

### Inspection judgements

**How well the early years provision meets the needs of the range of children who attend**

Staff have a sound knowledge of the Statutory Framework for the Early Years Foundation Stage learning and assessment requirements. They obtain relevant information from parents about their children's likes, dislikes and capabilities. However, staff do not use this information to fully plan and assess children's development. Consequently, children's progress is satisfactory rather than good.

Staff create a warm and welcoming environment and understand that children learn best through play and provide some appropriate activities to aid their learning. Some staff foster children's communication and language skills generally well and provide experiences to extend these skills, although this is not consistent which impacts on children's learning and development. This is evident in that babies and young children are developing communication skills with each other but sometimes staff fail to respond to babies' early communication attempts and do not foster children's language well. Staff mostly plan for children across the seven areas of learning but planning is not linked to what children can do and does not show what staff want them to achieve next. Assessments are also written like this which makes it hard to track children's progress at the setting and consequently plan for their future development and support them with transitions.

Children have lots of time for free play enabling them to choose what they want to play with, however, this can mean that focused learning does not take place and staff are not able to support children fully with their learning. Children enjoy doing puzzles and are quick to complete them when they are too easy. Staff offer more complex ones but then choose the puzzle for them and tell them what to look for when competing the puzzles which makes learning too directed as children don't learn through trial and error. This shows that staff lack the skill to make ongoing judgements about the appropriate balance between activities led by children and those guided by adults.

Babies and young children thoroughly enjoy water play and have individual trays with water and toys/equipment in. Younger children are able to sit on staff members' laps which means that they are able to access the water tray and join in with their friends. Children enjoy being given the opportunity to play outside in the morning and the afternoon, with physical equipment set out to support this area of development as well as a range of resources that are taken outside that children have chosen. Children are able to choose stories and staff really bring them to life with different voices and actions, involving the children by talking to them about what could happen next to extend children's learning.

Parents are involved in their children's learning and staff provide opportunities for parents to extend their children's learning at home. For example, they have opportunities to look at their children's learning records, which contain photographs and observations of their children taking part in activities. This shows parents what their children have been doing while at nursery and enables them to further support their learning at home with similar activities.

**The contribution of the early years provision to the well-being of children**

Children are happy and contented in this friendly nursery. They form sound attachments and relationships with staff. Children separate from their parents with ease and quickly become engaged in their play. Key worker systems are in place and appropriately help provide for children's individual care needs. Children's routines are discussed with parents when the child starts and at regular intervals to help staff to ensure their changing needs are met.

Children's work is displayed on the wall so that they have a sense of achievement. The rooms are organised with resources covering different areas of learning, however, there is little labelling for children and not everything is accessible to them and some resources appear disorganised. Older children are confident communicators talking to each other as they play however, staff do not always pick up on children trying to talk to them so opportunities to respond to children's needs are missed. This impacts on how well children, including those with special educational needs and those learning English as an additional language are included.

Children show good manners and play well together but are also happy to play independently, Older children sort out any squabbles between themselves rather than asking staff for help or needing them to intervene. When tidying up older children share tasks and say that they do this to make it quicker.

Children are learning about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. Systems are in place to inform staff of any health or dietary issues the children may have and there are thorough records of accidents and any medication administered. The nursery provides healthy and nutritious meals and snacks and children benefit from the carefully balanced menu offered. The lunch times are relaxed and children are developing self-help skills as the older children help serve their food for themselves and are using utensils well. Babies are encouraged to feed themselves and use spoons independently. Children show good table manners, ask to leave the table when they have finished and say please and thank you and they are praised for this to positively reinforce what they are doing. Older children use describing words well, for example, 'the orange is juicy'. Children have a choice of milk or water to drink but drinks are poured for them which does not help to promote their independence or get them school ready.

Children take part in a range of physical activities both indoors and outdoors. This supports children's understanding of the importance of regular exercise and a healthy lifestyle. Children develop an appropriate understanding of safety through daily routines. Children are confident about the routine and discuss what they are doing now and what is coming next which helps them to learn about time and sequencing and feel settled.

### **The effectiveness of the leadership and management of the early years provision**

Management has a suitable understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The recruitment and vetting procedures at the nursery are good and this helps to ensure the staff are suitable to work with children. All staff are aware of the procedures for dealing with child protection concerns. A range of policies and procedures are in place and documentation and records are completed to help ensure children's health needs are sufficiently well met. All staff take responsibility and use risk assessments to help maintain children's health and safety in each room, as well as outside.

A suitable self-evaluation of the nursery is in place, in order to identify priorities for development and to improve the quality of care for children. The manager is mostly aware of the nursery's strengths and areas in need of further development. For example, they have identified the need to improve the planning, assessment and observation system. They understand the importance of enhancing staff skills to ensure all children make good progress during their time at the nursery in order to prepare them well for their future education. The implementation of action plans for improvement is slow and although the manager knows what she needs to do improvement has been limited. Staff supervisions and appraisals provide support and training for staff to help improve the activities they provide for children. New systems for monitoring and evaluating nursery practice have been introduced to help monitor the children's achievements more frequently. Staff are beginning to use reference documents to help assess the children's achievements. As a result, they have found that the children are progressing appropriately within the expected bands for their age and stage of development.

Partnerships with parents and carers are appropriate. Parents can feedback to the setting any concerns they have, either verbally, or through one-to-one meetings with the management. There is a range of useful information made accessible to parents.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	106144
<b>Local authority</b>	Devon
<b>Inspection number</b>	909279
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	47
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Jacqueline Aldridge
<b>Date of previous inspection</b>	02/11/2010
<b>Telephone number</b>	01752 894437

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

